

**Alaska Department Of Education And Early Development
Assessment And Accountability Unit**

Practice Test

**Alternate Assessment - Writing
SCORING PROTOCOL**

Student Name: _____

Student Grade: _____

Alaska State Student ID: _____

District Student ID (optional): _____

District Name: _____

School Name: _____

Teacher Name: _____

Qualified Assessor Name: _____

Date Test Completed: _____

TASK 1.34: WRITE USING A VARIETY OF FORMS

- ADMINISTRATION, SCORING

Directions

1.34B - Copy Words

Present the student with the materials located in the student materials. Choose whether assisted or unassisted is more appropriate for the student. Say, **“Copy the word (read the word to the student) exactly as you see it.”** Continue presenting words. Prompt the student after a delay with no response. If the student hesitates, prompt again by saying, **“Copy the word ____.”** Score the words as if viewed by someone not familiar with the student’s writing. Record student’s points in the scoring box. If the student responds incorrectly, record his or her response AND the score.

Scoring: This task is scored for Correct Letter Sequences (CLS). Total points possible will vary depending on the number of letters in the word.

Example, for the 3 letter word ‘dog’:

^d^o^g^ = 4 points

^d-u-g^ = 2 points

Note: A complete scoring guide for Correct Letter Sequences (CLS) can be found on the last pages of the scoring protocol.

1.34B - Copy Words - Scoring				Notes
Item	Word	Student Response	Points	
1	yet		/4	
2	can		/4	
3	fit		/4	
4	bake		/5	
5	song		/5	
6	or		/3	
7	be		/3	

TASK 1.56: STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING - ADMINISTRATION, SCORING

Directions

1.56A - Conventions of Writing

Present the student with the sentence sheet located in the student materials. Say, **“Each box contains one mistake. Circle the word that makes this sentence correct.”** Then point to the number one and say **“I will read the sentence with each word. You pick the correct word.”** Prompt the student after a delay with no response. If the student responds incorrectly, record his or her response and the score. Record student’s points in the scoring box.

Scoring: This task has four sentences, and each edit is worth two points for each sentence. Partial credit is not awarded for any items.

1.56A - Conventions of Writing - Scoring				Notes
Item	Sentence	Student Response	Score	
1	(<u>Bob</u> bob) looked at his paper.		/2	
2	Come on over to the (<u>school.</u> school)		/2	
3	(play <u>Play</u>) the game with us.		/2	
4	Will you sing a (song. <u>song?</u>)		/2	

TASK 1.56: WRITE USING A VARIETY OF FORMS - ADMINISTRATION, SCORING

Directions

1.56B - Write Own Name

Present the student with the materials located in the student materials. Choose whether assisted or unassisted is more appropriate for the student. Say, **“Write your first name on this line.”** Point to the second line. Say, **“Write your last name on this line.”**

Scoring: The student is scored on percentage of correct letter sequences. For this task, the CLS achieved divided by the Total CLS Possible equals the Percent Correct. Use the key to the right to calculate the student's total points. A complete Scoring Guide for Correct Letter Sequences can be found on the last pages of the scoring protocol.

Scoring Key

Percent Correct	Points
100%	25
80% - 99%	20
60% - 79%	15
40% - 59%	10
20% - 39%	5
0% - 19%	0

1.56B - Write Own Name - Scoring

Notes

Student Name	Student Response	% Correct	Points
First and Last Name:			/25

TASK 1.78: WRITE USING A VARIETY OF FORMS - ADMINISTRATION, SCORING

Directions

1.78C - Communicate Ideas Using Words

Cut out the words for Items 1-7 in the student materials. Present the student with the first word, then place the other words on the desk in front of the student in the order specified in the Student Materials. Say to the student, “**Begin with this word.**” (Point to and read the first word of the sentence.) (Assessor may read all words to the student.) “**Finish the sentence using these words.**” (Point to and read remaining words.) The student is required to place the words in the correct order to make a sentence. Each word correctly placed is worth one point.

Scoring: This task is scored for Correct Word Sequences. **Because the first word is given for each item, the word sequence scoring begins between the first and second word.**

1.78C - Communicate Ideas Using Words - Scoring			Notes
Item	Incorrect Sentence	Points	
1	Will ^ you ^ help ^ me ^ write? ^	/5	
2	Mary ^ went ^ for ^ a ^ walk. ^	/5	
3	Was ^ the ^ movie ^ fun ^ to ^ watch? ^	/6	
4	The ^ game ^ will ^ be ^ today. ^	/5	
5	He ^ is ^ a ^ good ^ man. ^	/5	
6	Barb ^ saw ^ the ^ same ^ show. ^	/5	
7	Did ^ you ^ go ^ into ^ the ^ store? ^	/6	

TASK 1.78: WRITE USING A VARIETY OF FORMS - ADMINISTRATION, SCORING

Directions

1.78D - Write a Sentence

Present the student with the materials located in the student materials. Choose whether assisted or unassisted is more appropriate for the student. Point to the first line on the writing sheet and say, **“Write a sentence about a friend.”** (*Item 1*). Prompt the student after a delay with no response. After the student is finished with the first sentence, point to the second line on the writing sheet and say, **“Write a sentence about your home.”** (*Item 2*). Record student responses and points in the scoring box.

Scoring: For this task, the student will be scored for Correct Word Sequences (CWS). After calculating the CWS, follow the scoring guidelines to the right. The student will also be scored for ideas and organization. A complete Scoring Guide for Correct Word Sequences can be found on the last pages of the scoring protocol. Each sentence may receive up to two points for legibility.

Scoring Key

Percent Correct	Points
100%	10
90%	9
80%	8
70%	7
60%	6
50%	5
40%	4
30%	3
20%	2
10%	1
0%	0

1.78D - Write a Sentence - Scoring**Notes**

Item	Sentence Written	CWS	% Correct	Score	Ideas & Org.	Legibility
1	friend			/10	/5	/2
2	home			/10	/5	/2
Total Points		/	%	/20	/10	/4

TASK 1.910: STRUCTURES AND CONVENTIONS OF WRITING, REVISE WRITING - SCORING and ADMINISTRATION

Directions

1.910A - Conventions of Standard English

Present the student with the sentence sheet located in the student materials. Point to the first box in the first sentence. Say, “**Each box contains one mistake. Circle the word that makes this sentence correct.**” Then point to the first sentence and say, “**I will read the sentence with each word. You pick the correct word.**” (Note: Read parts of each sentence and let the student select the correct option.) Prompt the student after a delay with no response. If the student responds incorrectly, record his or her response and the score. Record student’s points in the scoring box.

Scoring: This task has seven sentences. Each edit is worth two points, and each sentence contains two edits for a total of four points possible for each sentence. The student earns two points for each correct selection or edit. Partial credit is not awarded for any items.

1.910A - Conventions of Standard English - Scoring			Notes
Item	Incorrect Sentence	Pts	
1	(the <u>The</u>) cat and the dog were (<u>friends</u> . friends)	/4	
2	Cindy (<u>ate</u> eat) all of the pizza last (night <u>night</u> .)	/4	
3	What did (sam <u>Sam</u>) say to (<u>her</u> ? her)	/4	
4	Do you (<u>want</u> wants) to (ran <u>run</u>)?	/4	
5	See the (<u>blue</u> blew) color of the (water <u>water</u> .)	/4	
6	Can (i <u>I</u>) start to (<u>eat</u> ate) the food?	/4	
7	(<u>Dancing</u> dancing) will start on (friday <u>Friday</u>) night.	/4	

TASK 1.910: WRITE USING VARIETY OF FORMS - ADMINISTRATION, SCORING

Directions

1.910B - Write a Story

Present the student with the blank writing sheet located in the student materials. Choose whether assisted or unassisted is more appropriate for the student. Say, “**Next, you will write a story about your favorite thing you like to do.**” Prompt if the student has trouble with this topic; the administrator can help the student by asking “**Think about your favorite thing you like to do. Write a story about what you like to do, and describe what it is like.**” Prompt the student after a delay with no response. If the student does not like the topic, you may have them write a story about their family, school, or best friend.

Scoring: For this task, the student will be scored for Correct Word Sequences (CWS). The CWS achieved divided by the Total CWS Possible equals the Percent Correct. Use the key to the right to calculate the student’s total points. A complete Scoring Guide for Correct Word Sequences and Ideas and Organization can be found on the last pages of the scoring protocol. Up to 5 points are possible for Ideas and Organization.

Scoring Key

Percent Correct	Points
100%	30
90%	27
80%	24
70%	21
60%	18
50%	15
40%	12
30%	9
20%	6
10%	3
0%	0

1.910B - Write a Story - Scoring					Notes
Correct CWS	Total CWS Possible	% Correct	Score	Ideas & Org.	
			/30	/5	

CORRECT LETTER SEQUENCES - SCORING GUIDE

A correct letter sequence (CLS) is a pair of letters (or spaces and letters) correctly sequenced within a word. Each CLS is scored with a caret (^).

Rule 1: IMPLIED SPACES: There is an implied space at the beginning and end of each word.

Word	Student Spelling	Scoring
top	top	^t^o^p^ CLS=4
	stop	s^-t^o^p^ CLS=3
	stops	s^-t^o^p^-s CLS=2

Rule 2: INSERTIONS: Extra letters are written within the word.

Word	Student Spelling	Scoring
walnut	walnut	^w^a^l^n^u^t^ CLS=7
	walnute	^w^a^l^n^u^t^-e CLS=6
	walenuit	^w^a^l^-e^-n^u^t^ CLS=6

Rule 3: OMISSIONS: Required letters are not written.

Word	Student Spelling	Scoring
goat	goat	^g^o^a^t^ CLS=5
	got	^g^o^-t^ CLS=3
	gt	^g^-t^ CLS=2

Rule 4: DOUBLE LETTERS: One letter in a double letter combination (ll, oo) is omitted, count only the first letter written as part of a CLS.

Word	Student Spelling	Scoring
cool	cool	^c^o^o^l^ CLS=5
	col	^c^o^-l^ CLS=3
fell	fell	^f^e^l^l^ CLS=5
	fel	^f^e^l^- CLS=3

Rule 5: CAPITAL OR BACKWARD LETTERS: Capital letters, or letters that are written backward, are inserted within words.

Word	Student Spelling	Scoring
cup	cup	^c^u^p^ CLS=4
	cUp	^c^-U^-p^ CLS=2
best	best	^b^e^s^t^ CLS=5
	dest	^-d^-e^s^t^ CLS=3

Rule 6: PUNCTUATION: When scoring sentences for CLS, consider punctuation as part of the letter it follows.

Word	Student Spelling	Scoring
Joe's	Joe's	^J^o^e'^s^ CLS=5
	Joes	^J^o^-e^-s^ CLS=3
kind.	kind.	^k^i^n^d.^ CLS=5
	kind	^k^i^n^-d^- CLS=3

CORRECT WORD SEQUENCES - SCORING GUIDE

CORRECT WORD SEQUENCE

Rule 1: SPELLING: Adjacent words must be spelled correctly

Sentence	Scoring
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS = 9
^ When ^ I - wok - up, ^ I ^ was - verry - hungry. ^	CWS = 5

Rule 2: CAPITALIZATION AT THE BEGINNING & PUNCTUATION AT THE END: The first word of a sentence must be capitalized, and correct punctuation must be present at the end of a sentence.

Sentence	Scoring
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS = 9
- when - I ^ woke ^ up, ^ I ^ was ^ very - hungry -	CWS = 5

Rule 3: CAPITALIZATION WITHIN A SENTENCE: Within a sentence, words that are not proper nouns should not be capitalized and all proper nouns must be capitalized for a correct writing sequence to be scored.

Sentence	Scoring
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS = 9
^ When - i - woke ^ up, ^ I ^ was - Very - hungry. ^	CWS = 5

Rule 4: SYNTAX: Words must be syntactically correct. Sentences that begin with conjunctions are considered syntactically correct.

Sentence	Scoring
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS = 9
^ When ^ I - woke - up, ^ I ^ am ^ very ^ hungry. ^	CWS = 7

Rule 5: SEMANTICS: Words must be semantically correct.

Sentence	Scoring
^ When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry. ^	CWS = 9
^ When ^ I ^ woke ^ up, - hungered - me. ^	CWS = 4

Rule 6: PUNCTUATION WITHIN A SENTENCE: Adjacent words must be correctly punctuated, including quotation marks and commas (when part of a quotation or a series of nouns).

Sentence	Scoring
^ "When ^ I ^ woke ^ up, ^ I ^ was ^ very ^ hungry," ^ I ^ said. ^	CWS = 11
^ "When ^ I ^ woke ^ up, ^ I ^ was ^ very - hungry - I ^ said. ^	CWS = 9
^ "When ^ I ^ woke ^ up ^ I ^ was ^ very - hungry - I ^ said. ^ (In some instances, a comma is appropriate, or can be omitted.)	CWS = 9

Rule 7: STORY TITLES AND ENDINGS: Words written as part of a story title or ending are included in the correct word sequence total.

Sentence	Scoring
^ My ^ Story ^ my	CWS = 3
- my - Story ^	CWS = 1

IDEAS AND ORGANIZATION - SCORING GUIDE

IDEAS AND ORGANIZATION – SCORING GUIDE

The writing task in grades 5, 6, 7 and 8 requires the student to write a sentence. A transition in a sentence may include (but does not require) specific transitional words or conjunctions (e.g. although, however, but, etc), or words that connect similar thoughts.

IDEAS and ORGANIZATION	SCORE
No writing sample was generated, or the writing was illegible.	0
An incomplete sentence was written, but does not relate to the prompt.	1
A simple sentence was written, relates to the prompt, but does not constitute a complete thought (e.g. “My house”)	2
A complete sentence was written, containing at least a subject and a verb. (house is big.)	3
A complete sentence with at least one descriptive detail such as an adjective, adverb, prepositional phrase or clause was written (I like my big house.). The sentence relates to the prompt.	4
A complete sentence with at least two descriptive details such as adjectives, adverbs, prepositional phrase or clause <u>or</u> a compound sentence was written. (My house is big with trees.)	5